DOCUMENT RESUME

ED 459 899 JC 020 101

TITLE	Student Outcomes Assessment, 2000-01: A Progress Report to the Virginia Community College System.
INSTITUTION	Germanna Community Coll., Locust Grove, VA.
PUB DATE	2001-09-15
NOTE	62p.; For the 1995-96 assessment, see JC 020 099.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Basic Skills; *College Outcomes Assessment; Community Colleges; Curriculum Development; *Educational Assessment; Educational Objectives; *Outcomes of Education; Program Implementation; Two Year Colleges
IDENTIFIERS	*Germanna Community College VA

ABSTRACT

This report details the activities, findings, and actions that have made up Germanna Community College's (Virginia) student outcomes assessment program in specific reporting areas for 2000-2001. The following sections comprise the report: (1) an executive summary; (2) a report on assessment activities in five general education areas, including writing across the curriculum, technology (computer competency), oral communication, wellness, and a college-wide initiative called "Measuring the Integration of General Education Skills Across the Curriculum," (3) an update on the assessment undertaken by faculty members in five occupational programs, including associate degree programs in information systems technology, police science and nursing, and career studies certificates in legal assisting and early childhood development; (4) a report on the assessment of off-campus instruction; and (5) appendices that include the college's "Quality Assurance Plan for Asynchronous Distance Learning," and results of the initial efforts to implement that plan, as well as the college's academic program review cycle. Perhaps the most significant initiative was the establishment of a standing faculty Committee on Student Outcomes Assessment. This increased faculty participation in assessment activities bodes well for the future of outcomes assessment at the college. (AUTH/EMH)

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ED 459 899

Germanna Community College

Student Outcomes Assessment 2000-01

A Progress Report to the

Virginia Community College System

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Director of Institutional Research and Planning

September 15, 2001

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Section I.

Executive Summary

Student Outcomes Assessment 2000-01 reports on the activities, findings, and actions which have comprised Germanna Community College's student outcomes assessment program in the specified reporting areas for the last two academic years. The most significant initiative with regard to outcomes assessment at Germanna Community College during the 2000-01 year was the establishment of a standing faculty Committee on Student Outcomes Assessment. The committee was chaired by a faculty member, and the additional members were three faculty members and the Assessment Coordinator. Members of the committee—along with both campus Directors of Instructional Services—attended the Virginia Assessment Group Fall Conference and Spring Workshop. This increased participation in assessment activities bodes well for the future of outcomes assessment at Germanna.

In keeping with the reduced reporting format, the emphasis here is on the *use* of assessment findings, rather than on extensive documentation of the *method* of assessment. The following sections comprise the report:

- Section II reports on assessment activities in five general education areas: writing across the curriculum; technology (computer competency); oral communication; wellness; and a College-wide initiative "Measuring the Integration of General Education Skills Across the Curriculum"
- Section III reports on the assessment undertaken by faculty members in five occupational programs: Associate degree programs in Information Systems Technology, Police Science, and Nursing; and Career Studies Certificates in Legal Assisting and Early Childhood Development.
- Section IV reports on the assessment of off-campus instruction.
- Appendices include the College's "Quality Assurance Plan for Asynchronous Distance Learning," along with results of the initial efforts to implement that plan, and the College's academic program review cycle.

Section II.

General Education

The most significant initiative with regard to outcomes assessment at Germanna Community College during the 2000-01 year was the establishment of a standing faculty Committee on Student Outcomes Assessment. The committee was chaired by a faculty member, and the additional members were three faculty members and the Assessment Coordinator. Members of the committee—along with both campus Directors of Instructional Services—attended the Virginia Assessment Group Fall Conference and Spring Workshop. The committee's discussions throughout the year produced activities in general education assessment as described in the following sections. These activities addressed a variety of topics, including writing across the curriculum, technology (computer competency), oral communication, wellness, and a College-wide exercise "Measuring the Integration of General Education Skills Across the Curriculum."

Faculty met in a College-wide session in November 2000 to discuss writing across the curriculum, especially in light of raised and standardized expectations for students completing developmental English courses. The November discussion generated several projects, which are documented in the following section. In addition, the Assessment Committee followed up on that discussion by helping to develop a writing skills checklist to be used by faculty in various disciplines.

In addition, the Committee initiated a review of general education competencies throughout the curriculum. This review was based on an evaluation of course outlines according to specific criteria measuring the emphasis on general education skills in each course section. The results of that review are discussed in the following section, and have spurred a general discussion among the faculty on the need for a more explicit incorporation of general education skills into courses across the curriculum.

Writing across the curriculum

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Writing across the curriculum	Use of standard criteria checklist to evaluate written work in courses	A November 2000 College-wide faculty session discussed the need for increased emphasis on writing across the curriculum. One impetus for the discussion was the new explicit exit criteria for developmental English courses; which imply a more specific set of minimum skills for college-level courses. Various existing checklists were assembled from faculty already using them for various purposes. The Student Outcomes Assessment Committee also developed a draft checklist that could be used in various disciplines. The Assessment Committee checklist was used in two sections of Psychology during Spring 2001 as a pilot project. Students in these sections who were concurrently enrolled in developmental writing courses showed significant improvement in their psychology writing during the semester. The checklist will be used in additional courses during Fall 2001.	The following actions were proposed in light of the College-wide discussion: • Establishment of a writing center (or reading and writing center) within the existing Tutoring Center. • Developing guideline documents on specific writing issues for distribution among faculty. • Ensuring that reading and writing expectations for students in college-level courses exceed exit criteria for ENG 03/04. In addition, the following assessment projects will be undertaken during 2001-02: • Measurement of student achievement on a specific writing skill, using standard evaluation criteria. The exercise would include writing samples from various disciplines and various instructional formats. • Before and after comparison of outcomes on a particular skill between students receiving two different types of instruction. Examples might be: a team-teaching approach in certain sections of a course; or providing one group of students with a package of materials regarding essay construction and then comparing outcomes with a "control" group which did not receive the information.

Technology (Computer competency)

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Computer competency	Analysis of completion rates for computer competency requirement by program. (See Table 1)	The original competency requirement called for students to pass IST 113 (1 cr.) or IST 114 (3 cr.) or pass a competency test intended as the equivalent of the final exam from IST 113. Approximately 23% of students who have entered the College since Fall 1999 had completed the computer competency requirement by August 2001. Completion rates varied significantly for students enrolled in different curricula. Students in transfer degree programs were substantially less likely to have completed the computer competency. Programs with completion rates 10% or lower were several transfer programs (Liberal Arts, Education, and Business Administration), along with Police Science among occupational programs. Most students who completed the computer competency requirement did so by passing IST 114. This course is required in the IST degree program, and is a popular elective among students in occupational programs. IST 113 was chosen by students who did not have much room for additional electives, such as Nursing students. Only a few students opted to take the test to certify competency. The pass rate was 86% in 1999-2000 (24 of 28) and 76% in 2000-01 (31 of 41). The *VCCS Policy Manual* currently requires computer competency only for students completing curricula of 45 credits. However, the VCCS Information Literacy Taskforce has recommended extending this requirement to all curricula of 30 credits, which would include certificates.	ETR 166 "Fundamentals of Computer Technology" was added as a course satisfying the competency requirement. The IST faculty are in the process of reviewing the competency test to ensure that it adequately measures the skills identified in the *VCCS Policy Manual*. Faculty are also reviewing whether IST 113 provides sufficient instruction time to ensure competency. Students who fail the competency test are being encouraged to take IST 114. Pending the outcome of the VCCS Information Literacy competency process, the Curriculum Committee will revisit the need for computer competency in certificate programs. An advising workshop during 2001-02 will include a segment on the revised competency process, and the need for accurate and timely advising. This is intended to improve the completion rates in programs that were lower.

Table 1.
Proportion of Students Demonstrating Computer Competency through Course Completion

Students entering Fall 1999 through Summer 2001, as of August 2001
Degree and Certificate Students only

Transfer Degree Programs (A.A.&S.)	**# Students**	**Completed***
Business Administration	335	10.4%
Education	250	8.4%
General Studies	545	17.2%
Liberal Arts	297	5.7%
Science	173	12.1%
Total Transfer Programs	1600	11.8%
Occupational Degree Programs (A.A.S.)		
Accounting	67	19.4%
Business Management	96	13.5%
Electronics	45	26.7%
Information Systems*	315	64.1%
Nursing	49	34.7%
Police Science	89	5.6%
Service and Support	4	25.0%
Total Occupational Programs	665	39.5%
Certificate Programs (Not Career Studies)		
Accounting	2	50.0%
Computer and Electronics	1	0.0%
Fine Arts	4	0.0%
Graphic Communication	3	33.3%
Practical Nursing	16	50.0%
Total Certificate Programs	26	38.5%
Overall Total	**2291**	**20.1%**

** Completion rates in this table are underestimated in two ways: (1) They do not account for students who may transfer credit that is judged to demonstrate competency, and (2) they do not include students who passed the competency exam. While these two categories do not include a sufficient number of students to change the overall College percentage substantially, they would very likely raise the proportion of IST students completing the competency.*

Oral communication

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Oral communication	Review of course outlines for inclusion of oral communication skills.	Following a SACS accreditation review, the College moved in 1998 to include oral communication in ENG 111 "College Composition I." However, a review of these course outlines during 2000-01 indicated that not all sections of ENG 111 were able to provide effective instruction in oral communication.	Beginning with the 2001-03 Catalog, all degree programs include either SPD 110 "Intro to Speech Communication" or BUS 236 "Communication in Management."
Oral communication	Use of standard criteria checklist to evaluate oral presentation skills	Two instructors in SPD 110 currently use skills score sheets for grading speeches in that course. These existing grading schemes provide the basis for a generic skills assessment tool, which could be used across sections of the course and in other courses emphasizing oral communication.	The oral communication skills assessment tool is being used in a pilot exercise during Fall 2001. The checklist will be used to assess common content and delivery elements in two sections of SPD 110, for an informative speech near the beginning of the semester and a persuasive speech given at the end. The checklist will be used in a pre-test/post-test design to measure growth in skills during the course. Following the pilot exercise, the checklist will be modified as necessary and made available for use in other sections of SPD 110, in BUS 236, and in other courses where oral communication is emphasized.

Wellness

The Germanna Community College Wellness center was established in 1996 to promote wellness to the College community and to the community at large. Under the supervision of a part-time R.N. director, the Center has used student-instructors to provide a wide range of wellness and health-related services, most of which are provided free of charge. The Center has grown rapidly in the services it provides, which range from teaching children about germ transmission at a local early childhood education center, to conducting health and wellness screenings at community health fairs. The Wellness Center conducts seminars and other educational programs on topics such as heart disease prevention, HIV/AIDS information and prevention, pre-natal education and aging.

The Wellness Center also serves as a learning site to educate nursing students in the teaching and promotion of wellness concepts in individual, group, and community settings. First-year students interview clients and complete health and wellness profiles and assessments. They help identify client goals, create a teaching plan, and follow up with health promotion topics under the supervision of the Director, in collaboration with health, psychology, and physical education faculty and counselors.

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Wellness promotion among students	Usage of Wellness Center by students	The Wellness center has fixed facilities only at the College's Locust Grove campus. This campus serves fewer students, and is somewhat isolated from the community. Students at the Fredericksburg campus do not have ready access to the Center's services. The Center is not open during the Summer. Demand for Center services far exceeds its ability to provide them. Of the 167 wellness assessments completed during Spring 2001, 59 were from the surrounding community, 10 were faculty and staff, and 98 were students.	The College applied to the local Medicorp Foundation for a grant to expand Wellness Center services to the Fredericksburg campus. The grant request was not funded, but Medicorp has asked Germanna to partner in staffing its own Mobil Health Van. The College has also applied for a 2001 McMurtry Award, the funds from which would be used to expand the Wellness Center. Both of these initiatives will increase the availability of wellness activities and services for the entire student body.

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Nursing student opportunities to practice teaching of wellness concepts and practices.	Analysis of extent of wellness assessments delivered.	In Spring 2001, 79 nursing students used the Wellness Center as a clinical area. Nursing students performed wellness assessments for 167 clients. However, the limited facilities restrict students in their ability to practice wellness assessment and health education.	The College has undertaken two initiatives to expand the reach of the Wellness Center (see descriptions above). The Mobil Health Van will become a community health promotion clinical site for Nursing students during 2001-02. Receipt of the McMurtry Award would enable the College to expand the Wellness Center to both campuses.

"Measuring the Integration of General Education Skills Across the Curriculum"

This section is based on a review of course outlines from a sample of courses offered during 2000-01. The review, initiated by the Assessment Committee, evaluated course outlines against a set of criteria defining the level of emphasis given each general education competency in a particular course section. (The criteria list is included in Appendix 5.) The results of that review, by program, are presented in Table 2.

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Integration of general education competencies into courses across the curriculum	Review of course outlines for inclusion of oral communication skills. (See Table 2)	Although most general education competencies are strongly emphasized in at least one course in each curriculum, students' choices among electives may leave them without verified competencies in some areas. This is especially true for the following general education areas: critical thinking; interpersonal skills and human relations; culture, cross-cultural awareness, and art; and wellness. Oral communication was emphasized in several courses other than SPD 110. However, since not all curricula required SPD 110, and not all students enrolled in courses that did provide such an emphasis, not all students demonstrated competence in oral communication. Reading is included in the learning objectives of college-level English courses. It is implicit in the requirement of college-level reading skills for most courses, but is not necessarily emphasized in disciplines other than English. The concept of the "scientific method" is explicitly included in the learning objectives of some natural science courses, but not all. However, students demonstrate an understanding of this concept through course assignments and activities.	This review of general education has initiated a College-wide discussion on the need for more explicit integration of general education skills in the curriculum. Faculty are considering specific aspects of their programs in discipline meetings throughout the Fall, and then will meet in interdisciplinary groups in Spring 2002. They will then make recommendations for curriculum changes to be considered during Fall 2002. Beginning with the 2001-03 Catalog, all degree programs include either SPD 110 "Intro to Speech Communication" or BUS 236 "Communication in Management." The English faculty has provided a short list of reading skills which can be incorporated into content courses. Natural science faculty will review their course materials with respect to general education competencies, rather than strictly discipline-based content. They will revise course outlines as appropriate.

Table 2.
General Education Competencies by Program, 2000-01

Based on curriculum requirements as of 2000-01
and a sample of course outlines from sections offered during that year.

	Curriculum Courses Provide Strong Emphasis on Competency												
Transfer Degree Programs	**WR**	**SP**	**RE**	**IN**	**CR**	**IS**	**MT**	**CM**	**CU**	**CC**	**AR**	**SC**	**WL**
Business Admin.	X	X	X	X		X	X	X	X	X	X	X	X
Education	X	X	X	X	X	X	X	X	X	X	X	X	X
General Studies	X	X	X	X		X	X	X	X	X	X	X	X
Liberal Arts	X	X	X	X		X	X	X	X	X	X	X	X
Science	X	X	X	X		X	X	X	X	X	X	X	X
Occupational Degree Programs													
Accounting	X	X	X	X	X	X	X	X	X	X	X		X
Business Mgmt.	X	X	X	X	X	X	X	X	X	X	X	X	X
Electronics	X	X	X	X		X	X	X	X	X	X		X
Information Sys.	X	X	X	X		X	X	X	X	X	X		X
Nursing	X	X	X	X		X	X	X	X	X	X	X	X
Police Science	X	X	X	X	X	X	X	X	X	X	X		X
Service and Support	X	X	X	X	X	X	X	X	X	X	X	X	X
Certificate (Not Career Studies)													
Accounting	X		X	X			X	X					
Fine Arts	X		X	X							X		
Practical Nursing	X		X	X								X	

General Education Competencies (Abbreviations used in table)

Communication – WR (Writing); SP (Speaking); RE (Reading); IN (Information-seeking)

CR (Critical thinking)

IS (Interpersonal skills and human relations)

Computation – MT (Mathematics); CM (Computer)

Culture – CU (Cultural institutions); CC (Cross-cultural awareness); AR (Art)

SC (Scientific method)

WL (Wellness)

Section III.

Majors (Occupational Programs)

This section reports results from three Associate in Applied Science degree programs (Information Systems Technology, Police Science, and Nursing) and two Career Studies Certificate programs (Early Childhood Development and Legal Assisting). The Nursing program was not scheduled for a formal program review during 2000-01. Results are included here, however, because this program continues to serve as a model for the College in collecting and making use of student learning outcomes assessment results.

Information Systems Technology

Formal learning objectives for the Information Systems Technology Associate degree program were last revised in the Spring of 1999. However, due to the continuously changing nature of the computer field, faculty and the program's external advisory committee regularly implement changes in curriculum and instructional methods in order to better prepare students. There has been discussion concerning the objectives, and the faculty plans to revisit the subject in the 2001-02 year.

The overall goal of the IST program is to provide the student with a broad set of skills in the computer field, including programming, database management, networking, and Web design, with opportunities for concentrations in these areas.

Assessment

The major tool for measuring attainment of learning objectives is a capstone course, IST 258 "System Development Project." In this course, designed to be taken in the last semester of a degree program, the student is required to demonstrate a variety of skills and knowledge by designing a working business-oriented system model. The student is required to submit a copy of his or her project to be kept on file for review by faculty and advisory committee members. The projects are compared to previous project work to measure student achievement of overall program goals. Review of the last three years of projects during 2000 led to changes in the program curriculum that are reflected in the 2001-03 College Catalog: an expanded emphasis on database design and maintenance; changes in programming language requirements to prepare students better for Windows-based and Web environments; and expanded opportunities for transferable courses.

Other assessment tools are as follows:

- Completion of computer literacy course using standardized testing techniques.

- Observation of student demonstrations and the ability of students to perform course-related projects.
- Projects and assignments from programming courses.
- Projects and assignments from system analysis course.
- Projects and assignments from a variety of courses within the curriculum used as "selectives" demonstrating skills in specific software applications, Web design, and networking.

Action

The IST faculty met in a series of scheduled discipline/program meetings during Spring and Fall 2000 to discuss the program review (including assessment of student learning outcomes) and potential curriculum changes. Faculty members also met with the program advisory committee in Spring 2000 and Spring 2001. The result was the submission of program curriculum changes to the College's Curriculum Committee in the Fall of 2000. These changes were approved and are reflected in the new 2001-03 Catalog, as described below.

The faculty also provided the following recommendations for additional assessment:

- Assess graduates from the program by using an exit survey and follow-up surveys during the two years following graduation, to ascertain what type of jobs graduates have and their opinion of the education received at Germanna.
- Determine how many students receive both a certificate and an AAS degree, in order to validate the progression of students from specific skill-oriented certificates to the Associate degree.
- Determine how many students take IST program classes at both campuses, and review the availability of required courses on both campuses within an appropriate timeframe.

Specific Assessment Findings

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Student ability to set up and utilize database management software in an applied environment.	Review of capstone course projects by program faculty and external advisory committee. Review of specific projects in application software courses.	External advisory committee reports an increasing need for computer support technicians to set up and maintain databases. Review of student projects indicates that few students are choosing to utilize standard database software in designing applied solutions. Previously, students had exposure to database software only as part of an integrated package; the database unit of the course typically received insufficient attention. Few students chose the elective database management course.	Change curriculum to require IST 133 "Database Management Software." IST 232 "Database Management" will continue to be available as an elective.
Student ability to create a computer application that responds to end-user needs.	Review of capstone course projects by program faculty and external advisory committee. Review of specific projects in application software courses.	External advisory committee suggests that students need to provide a graphic user interface (GUI) for Windows-based application projects. In addition, more employers require support with Web page design and maintenance. Previous programming courses provided exposure only to older languages (COBOL, Pascal, Assembler, C) and were language-specific.	Change curriculum to require IST 174 "Event-Driven Programming," which utilizes Visual Basic to introduce GUI programming concepts. Replace IST 172 (C) with IST 156 (C++) as a programming elective. Add IST 149 "Java Programming" for Web applications.
Opportunities for students in the IST program to transfer credits toward baccalaureate programs.	Transfer student success analysis (2000 Assessment Report). Input from external advisory committee and faculty at transfer colleges.	Increasing numbers of students need specific computer skills (and the IST credential) for occupational advancement, but are also interested in pursuing further education beyond the Associate degree. Transfer assessment results indicate that more IST courses are accepted for transfer to baccalaureate programs. However, other required courses are not necessarily transferable.	Provided pre-defined substitutions in 2001-03 Catalog for transfer courses in economics, accounting, and mathematics.

Police Science

The following student learning objectives were established for the Police Science degree program in 1997:

1. To enable students to differentiate between the types of law enforcement agencies and their methods of service delivery.
2. To increase student research, written and oral communication skills as related to the administration of justice field.
3. To increase student skills in interacting with ethnically, socially, and culturally diverse communities.
4. To equip students with a conceptual understanding of the criminal justice system.
5. To increase student understanding of the interaction between administration of justice personnel and criminal law and procedure.

Within this context of program-related learning objectives, assessment of student outcomes is divided into four skill areas:

- Critical thinking
- Awareness of cultural diversity
- Knowledge of the criminal justice system
- Communication skills

Assessment for 2000-01 was focused on the last two of these skills, with communication focused on writing for this report. In addition, student learning was assessed in the area of ethics, which cuts across several of the learning objectives.

Specific Assessment Findings

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Knowledge of the juvenile justice system	Evaluation of summative essay question at the end of required course ADJ 105 "The Juvenile Justice System" Review of curriculum and student learning outcomes by external advisory committee	Students were expected to demonstrate knowledge in five areas: • Historical development of the juvenile justice system • Workings of the juvenile court system; transfers to adult courts • Relations between police and juvenile offenders • Measuring juvenile crime • Juvenile corrections; de-institutionalization; rehabilitation Approximately 80% of the students participating in the exercise were able to demonstrate mastery of at least four of the five areas.	The findings do not indicate a need for remedial actions.

Specific Assessment Findings (continued)

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Understanding of law enforcement procedures within the context of the criminal justice system	Evaluation of summative essay question at the end of required course ADJ 110 "Introduction to Law Enforcement" Review of curriculum and student learning outcomes by external advisory committee	Students were expected to demonstrate knowledge in six areas: • History of and influential figures in law enforcement • Organization and administration of police departments • Police/community relations; relations with juveniles • Police jobs and careers; entry requirements • Police corruption and use of discretion • Police and the courts Approximately 80% of the students participating in the exercise were able to demonstrate mastery of at least five of the six areas.	The findings do not indicate a need for remedial actions.
Written communication, as a preparation for the extensive report writing required in law enforcement occupations	Evaluation of essay questions in the two courses mentioned above Review of curriculum and student learning outcomes by external advisory committee	Program advisory committee input and faculty experience indicate that written communication is an essential element of law enforcement occupations. Writing is included and formally evaluated in all required program courses. ENG 111-112 are required for the program, but students may complete several required courses prior to completing the English courses. Students who have completed ENG 111 and/or 112 prior to an ADJ course are more likely to succeed in the written components of ADJ courses. The advisory committee has recommended, although not unanimously, that the College offer a report writing course	Program faculty will continue to emphasize the importance of effective written communication in required courses. Research and Planning will attempt to quantify the correlation between English courses and success in ADJ courses. The College will consider offering ADJ 215 "Report Writing"

Specific Assessment Findings (continued)

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Understanding of ethical issues in law enforcement	Classroom assessment techniques to gauge student understanding of course content	Advisory committee requested that students receive preparation on ethical issues and situations facing law enforcement personnel. Students are already aware of many issues, due to media coverage of numerous incidents regarding police conduct. Classroom assessment indicates that students are successful in understanding ethical dilemmas and the importance of proper police conduct.	ADJ 133 "Ethics and the Criminal Justice Professional" was added to the curriculum for the 2001-03 Catalog.

Future assessment in Police Science will focus on the remaining skill areas: critical thinking; awareness of cultural diversity; and oral communication.

Nursing

The Germanna Nursing program has maintained an ongoing program of student learning outcomes assessment for several years. Multiple indicators are reviewed, most on an annual basis, to ensure that students are achieving the learning objectives of the program. Most of these indicators are nationally-normed standardized tests, providing external validation of students' learning outcomes. Program faculty meet on a regular basis to discuss student learning, and to make ongoing adjustments to instructional methods and the program curriculum.

Beginning in 2000, the Nursing program faculty also established specific benchmarks for each learning objective.

Specific Assessment Findings

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Critical Thinking	Mosby RN Assess Test (Nursing Process) NLN Achievement Tests Ingalls Clinical Decision-Making Scale	Mosby scores have been generally at or above those of the ADN norm group. NLN tests are reported as national percentile scores. Scores on Basic Nursing I have increased continuously since 1991-92, reaching the 80th percentile in 2000. Scores on Basic Nursing II have fluctuated, particularly the sub-score for physiological concepts. Ingalls' Clinical Decision Making Scale is a measure of students' perceptions of their critical thinking skills that has been administered to students at the onset of the curriculum and then again at the end of the program. Student scores have generally reflected increases in perceptions of their clinical thinking skills.	Mosby test was re-instated in 2000. All three tests are administered annually, trends are monitored and reviewed by program faculty. Faculty adjust instructional emphases in response to test outcomes.
Therapeutic Nursing Intervention	Mosby RN Assess Test (Client Needs)	Test is divided into four sub-scores for different aspects of care. Scores are reported as percent correct compared to national ADN norm group Scores have ranged from 60% to 70% since 1992. All four sub-scores for Spring 2000 were above the national norm.	Program faculty have established a benchmark of 75% of students scoring 50% or better.
Student preparation in general education areas	Self-assessment by graduates after one year (Graduate follow-up survey)	42% of 1996-99 graduates returned surveys. Students rated their preparation in five general education areas: critical thinking, concepts of culture and ethnicity, natural sciences, social sciences, and humanities. A majority of graduates responding rated each item as "very good" or "excellent". Ratings for preparation in general education areas were generally slightly lower than those related directly to nursing skills. The lowest ratings were for preparation in the humanities and social sciences—although these were rated only slightly lower than other general education categories.	Nursing faculty have established more formal lines of communication with general education faculty to discuss the general education aspects of the program curriculum, specifically with social science, natural science, and math faculty members.

Specific Assessment Findings (continued)

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Preparation for Registered Nursing licensure exam	Trend analysis of standardized test data: Arnett ADC NCLEX-CAT Beginning in 2000, preparation is being assessed using the revised Mosby RN Assess Test.	Test was administered to graduating students in Spring 1998, 1999, and 2000. The test categorizes students into five ability categories, and is intended to predict success on the NCLEX-RN licensure exam. The proportion of students in the "Very High" or "High" ability categories increased each year, from 15% to 38%. However, the proportion of students expected to fail the licensure exam increased, from 21% to 43% to 38%. Arnett test did prepare students for computer-adaptive testing, but was not an accurate predictor of success on the NCLEX exam. For 2000 and 2001, the Mosby RN Assess Test, with established validity and reliability, has demonstrated more accurate prediction of graduates' pass rate on NCLEX-RN.	Arnett Test was discontinued after Spring 2000 administration. Mosby RN Assess Test administration reinstated. The Mosby test will continue to be administered to graduating students.
Pass rate on NCLEX-RN licensure exam	Comparison of pass rate with other Virginia ADN programs, BSN programs, State and national rates	Germanna pass rate for the last five years is approximately 90%. The rate fluctuates somewhat from year to year, with no clearly established trend. This is slightly lower than other VCCS programs, although higher than the Virginia and National ADN rates. This is higher than Virginia and National BSN rates.	The Germanna program has established a benchmark of meeting or exceeding the Virginia ADN pass rate each year. This goal was achieved in 4 of the last 5 years.
Effectiveness of team-teaching in Nursing courses, both classroom and on-line.	Student perceptions measured through an on-line survey.	Focus was on the use of Blackboard on-line instructional software not only for online courses, but in a traditional nursing course to coordinate the efforts of team teaching. Students were introduced to Blackboard in a required Nursing skills course, to provide supplemental materials and regular announcements. Students were asked to complete an online survey to supplement information gathered informally. The survey included a question about increasing students' computer skills	Based on student feedback, course materials and procedures were revised to meet student needs. Students indicated that their computer skills were improved by utilizing Blackboard.

Legal Assisting

The Legal Assisting Career Studies Certificate at Germanna was begun in the early 1990s. It began with strong enrollments, but the enrollment decreased steadily over the years, such that only seven students graduated from the program in May 2001. During the 2000-01 academic year, Germanna administrators and the Legal Assisting Advisory Committee devoted a great deal of time working on ways to improve the program and increase enrollments. A significant portion of this effort involved curricular revisions so that the courses in the program better meet student needs. The major obstacle to expansion of the program remains the lack of a full-time faculty member. However, the College is pursuing plans to revise the Career Studies Certificate, add a Certificate, and implement additional learning opportunities, several of which are described below. While Germanna clearly has a great deal more work to do in rebuilding the Legal Assisting program, the College has made substantial progress in the past year.

Specific Assessment Findings

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Need for practical experiences for students as part of coursework	External Advisory Committee review of course projects	Instructors currently provide a variety of practical experiences: • preparation of a trial notebook, similar to one that a legal assistant would actually prepare for an attorney going into court; • courthouse visit to explain the roles of the various officials; • practice interviews of mock "witnesses." However, because the instructors in the program are all adjunct faculty, it is difficult for them to learn about methods being used in courses other than those they are teaching.	The Advisory Committee recommended that instruction include as many "practical" assignments as possible. The Committee agreed to compile a list of practical projects to be distributed to all program faculty. The Committee also strongly recommended establishing internship opportunities for students so they could obtain some practical experience before leaving the program. Not only would an internship reinforce what students are learning, it would also enable them show work experience on their resumes as they begin interviewing for jobs.

Specific Assessment Findings (continued)

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Legal research skills	External Advisory Committee review of course projects and course outlines	Students currently have difficulty understanding the nature of legal research and how to use various resources, because they do not have adequate access to original source materials.	LGL 125 "Legal Research" will move from campus to the Fredericksburg Law Library, where students have access to a wealth of legal resources. This change will greatly improve student familiarity with legal resources and the procedures of legal research.
Establishment of program learning objectives	External Advisory Committee input	Learning objectives are currently course specific, and there has not been sufficient discussion among faculty members to reach a consensus on how course objectives contribute to broader program objectives.	The advisory committee will meet again in October 2001 to finalize curricular changes. Once this is complete, they will then identify program learning objectives and will determine how these objectives should be measured within the context of the program courses.

Early Childhood Development

Germanna Community College currently offers a Career Studies Certificate in Early Childhood Development. This program of study provides students with the knowledge and skills necessary to foster the intellectual, social, physical, emotional, and creative growth of young children in child care settings. The program is currently in a period of transition, with significant efforts already underway to expand it. A Certificate program proposal has already been submitted to the VCCS, course offerings are being expanded to include off-campus locations, and alternative delivery methods are being utilized (compressed course schedules, weekend and summer courses, and delivery by compressed video and Web). Given these changes, it is expected that this program will enter a period of renewed growth.

Specific Assessment Findings

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Establishment of program learning objectives	External Advisory Committee input	The Early Childhood Development program never established formal learning objectives. All courses were taught by adjunct faculty without an overall perspective on the program, and there was no clear program leadership.	A full-time faculty member was assigned the responsibilities of program coordination beginning in Fall 2000, and has undertaken the effort to establish general program goals. Five program goals are now established. These goals are based upon guidelines established by the National Association for the Education of Young Children (NAEYC) for the training of child care professionals. The five general goals fall under the following headings: 1. Promoting child development and learning 2. Building family and community relationships 3. Observing and assessing to support young children and families 4. Teaching and learning 5. Becoming a professional Complete descriptions of these learning objectives have been developed.
Establishment of program-wide assessment process	Review of course outlines.	Specific learning objectives are currently addressed in program courses, but these may vary between instructors and over time.	The Coordinator and Advisory Committee will establish standard learning objectives for each course. This will be documented and regularly reviewed using a course audit approach. Once these are completed, the Coordinator and Committee will establish and document assessment activities within each course to ensure that the course objectives and larger program objectives are being met.

Specific Assessment Findings (continued)

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Student understanding of children's development	External Advisory Committee input	Advisory Committee members reported a need for students to better understand children's physical and intellectual development. The program coordinator also wanted to increase student understanding of theoretical concepts, critical thinking and research methods as they apply to children and their development.	PSY 235 "Child Psychology" was added as a requirement in the Career Studies Certificate beginning with the 2001-03 Catalog.
Need for advanced training beyond the Career Studies Certificate	Survey of community childcare providers	The overwhelming feedback from the survey and Advisory Committee was that a need exists for advanced coursework beyond the Career Studies Certificate. Employers indicated that they are seeking well-educated applicants. Virginia Employment Commission data indicates an increased demand for skilled child care providers for the foreseeable future.	A Certificate program has been designed and submitted to the VCCS for review. Course requirements for the proposed Certificate were selected to address the stated needs of potential employers, and to aid the transition into an AAS program in Early Childhood Development (at another VCCS college). Germanna offers several courses beyond those required for the Career Studies Certificate. These courses are required elements of the proposed Certificate program and meet student demand for coursework that can be applied toward an AAS degree. CHD 210 "Introduction to Exceptional Children" is being offered despite the fact that it is not a requirement for current or proposed programs. Several employers in the community requested a course to provide students with this information.

Section IV.

Off-campus Instruction

This section reports on instruction offered outside of Germanna's two campuses, excluding courses offered as dual enrollment to high school students ("dual credit," to be reported in 2002) and courses offered through distance learning technology (discussed in Appendix 1).

For many years, Germanna has offered a variety of credit courses in locations throughout its service area. Following the opening of the College's Fredericksburg Area Campus in January 1997, however, off-campus enrollment (as defined in this section) dropped to only about 15% of its previous level. On-campus enrollment at Fredericksburg replaced much of the off-campus enrollment in that part of the College's service region. In the four succeeding years, off-campus enrollment has grown substantially above that low point, to slightly above the Fall 1996 level.

The following section examines student outcomes in off-campus instruction in four ways:

- completion rates in off-campus course sections compared with on-campus;
- success rates in off-campus course sections compared with on-campus, defined in terms of average grades;
- trends in student demographics for off-campus sections, compared with on-campus;
- trends in the distribution of off-campus instruction between full-time and adjunct faculty, as an aspect of the student experience.

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
To determine whether student retention rates for off-campus instruction are comparable to those for on-campus instruction.	Comparison of course completion and withdrawal rates. (See Table 3)	Students in off-campus courses were slightly more likely than on-campus students (93% vs. 91%) to complete their courses, and less likely to withdraw. The higher completion rates in off-campus courses have been consistent for at least the last eight academic years, continuing a trend noted in the 1997 Assessment Report. This result can likely be attributed in large part to the established self-motivation of students enrolled in off-campus courses, primarily in the evening.	The results of this analysis do not indicate a need for remedial actions. The analysis also indicates that access to support services in the off-campus environment is adequate.

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
To determine whether student success rates for off-campus instruction are comparable to those for on-campus instruction.	Comparison of grade distribution (GPA) by course location. (See Table 4)	Students in off-campus courses showed a higher average grade than students in on-campus courses (3.26 vs. 2.79). This advantage was consistent across all disciplines and all levels of courses. Grades overall are somewhat higher in the Spring than in the Fall, but the difference between on- and off-campus remains consistent. The higher average grade in off-campus sections has been consistent for at least the last eight academic years.	The results of this analysis do not indicate a need for remedial actions. The analysis also indicates that access to support services in the off-campus environment is adequate.
Demographic background of off-campus students	Analysis of trends in student demographics for off-campus sections, compared with on-campus.	Prior to the opening of the Fredericksburg campus, nearly all full-time students took at least one off-campus course. Since that time, most of the students who take only off-campus classes are attending part-time. However, a substantial proportion of full-time students takes classes both on- and off-campus. In terms of age, a student's enrollment status (full-time vs. part-time) has a much greater effect than does the location of the class. However, the average age of both full-time and part-time off-campus students is increasing, at the same time that the age of on-campus students is decreasing. Although the difference is not great, the proportion of racial and ethnic minority students in off-campus classes is smaller than that in on-campus classes. Students who attend exclusively off-campus classes are more likely to be curriculum-placed than are on-campus students, and are more likely to be enrolled in an occupational degree or certificate program. Conversely, students who take both on- and off-campus classes are primarily enrolled in transfer degree programs. **Summary:** It is clear that off-campus classes cannot accurately be characterized as primarily "continuing education" in the traditional sense. In fact, a substantial proportion of off-campus students are enrolled in degree programs—including transfer degrees—and are taking full course loads.	The fact that a substantial proportion of off-campus students are degree-seeking and full-time calls for a closer integration of off-campus instruction into curriculum planning and evaluation. This is particularly the case in light of the predominance of adjunct faculty in off-campus courses, which is discussed in the next section. See that section for specific proposed actions.

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Distribution of off-campus instruction between full-time and adjunct faculty, as an aspect of the student learning experience	Analysis of trends in the distribution of off-campus instruction between full-time and adjunct faculty. (See Figure 1)	All off-campus course sections are currently taught by adjunct faculty, as was also the case in Fall 2000. In Spring 2001, full-time faculty taught 4% of off-campus credit hours, a figure that has declined in each of the last four years. Although the proportion of off-campus credit hours taught by full-time faculty in the Fall Semester has not exceeded 5% since the Fredericksburg campus opened in 1997, there is a qualitative difference in the observation that *no* full-time faculty are currently teaching off-campus courses. Adjunct faculty teaching off-campus courses frequently teach on-campus courses as well. This does provide them with a measure of contact with colleagues, although this interaction needs to be strengthened.	The College is moving during 2001-02 to improve the integration of off-campus instruction into the curriculum. Several steps are being taken to improve communication between full-time and adjunct faculty: • At least one scheduled discipline meeting time in each semester will be shifted to a time which allows more adjunct faculty participation. • Full-time faculty will attend the adjunct faculty orientation for Spring Semester, to be held in January. Discipline groups will meet for discussions on curriculum, instructional methods, and expected student learning outcomes. • Full-time faculty will review course outlines to ensure that core learning objectives are equivalent for multiple sections of the same course. • Faculty in each discipline cluster will review and select appropriate assessment methods to compare outcomes in sections of courses offered in multiple formats (on/off-campus; distance learning vs. classroom).

Table 3.
Course completion and withdrawal rates, by location of class, Fall 1996 – Spring 2001

(Fall and Spring semesters only)

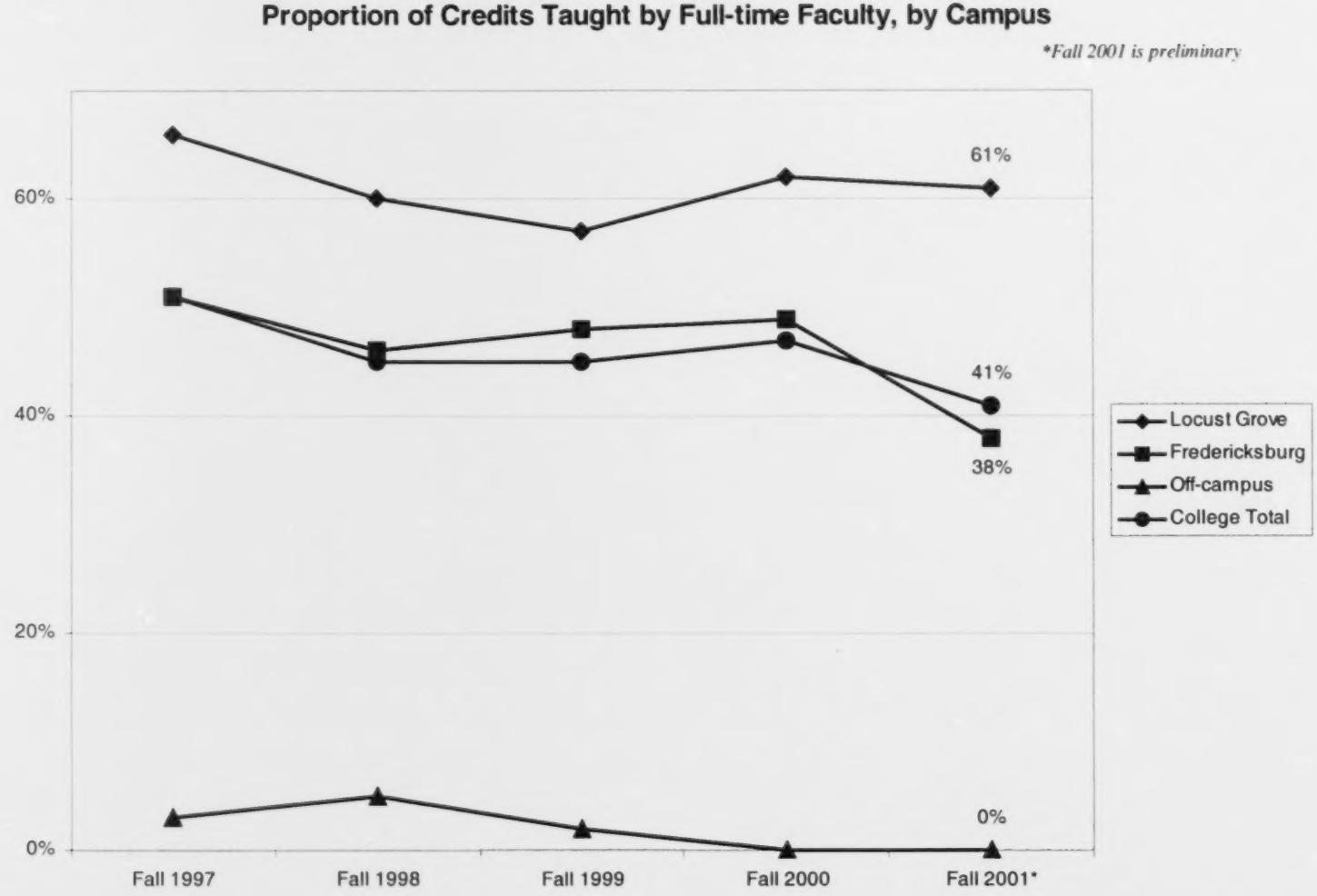
Course outcome	On-campus	Off-campus	Dual-enrollment	Distance Learning	Independent Study	Total
Letter Grade (A-F, P, R, S, U)	90.7%	92.9%	98.2%	81.9%	94.1%	91.2%
Incomplete (I)	1.0%	1.3%	0.0%	4.6%	1.4%	1.0%
Withdrawal (W)	8.3%	5.9%	1.8%	13.4%	4.6%	7.8%
Total course outcomes	71,741	3,896	6,885	1,965	219	84,706

Table 4.
Overall GPA, by location of class, Fall 1996 – Spring 2001

(Fall and Spring semesters only)

	On-campus	Off-campus	Dual-credit	Distance Learning	Independent Study	Total	Total # grades
Discipline							
Applied Sciences	2.85	3.33	2.65	2.44	3.41	2.88	17,314
Humanities	2.73	3.11	2.95	2.82	3.49	2.80	18,900
Natural Sciences	2.67	3.30	2.67	3.25	3.32	2.72	8,471
Social Sciences	2.65	3.21	2.89	2.39	3.64	2.68	15,716
Mathematics	2.59	3.18	2.75	n/a	3.63	2.63	5,754
Physical Education	3.47	4.00	n/a	n/a	n/a	3.48	2,336
Student Development	3.25	3.57	n/a	2.64	4.00	3.27	3,726
All disciplines	2.79	3.26	2.85	2.74	3.51	2.81	72,217
Level of course							
Certificate (sub-100)	2.69	0.00	n/a	n/a	n/a	2.39	18
100-level	2.75	3.27	2.85	2.75	3.55	2.78	52,673
200-level	2.88	3.23	3.02	2.73	3.48	2.90	19,526
All courses	2.79	3.26	2.85	2.74	3.51	2.81	72,217
Total # of grades	60,344	3,339	6,753	1,582	199	72,217	

Figure 1.


Proportion of Credits Taught by Full-time Faculty, by Campus
*Fall 2001 is preliminary
60%
40%
20%
0%
61%
41%
38%
0%
Fall 1997
Fall 1998
Fall 1999
Fall 2000
Fall 2001*
Locust Grove
Fredericksburg
Off-campus
College Total

Quality Assurance Plan for Asynchronous Distance Learning

Germanna Community College

Julie Adams
Coordinator of Distance Education

September 2001

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Quality Assurance Plan for Asynchronous Distance Learning
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Assessment Implementation Schedule

Assessment Instrument	Timetable	Distribution of Results	Follow-up of Results
Faculty Survey	End of fall & spring semesters	Online instructors Dean of Instruction Directors of Instruction	Evaluate survey for possible revisions Identify possible areas needing change or improvement
Student Survey	End of fall & spring semesters	Online instructors Dean of Instruction Directors of Instruction	Evaluate survey for possible revisions Identify possible areas needing change or improvement
Evaluation of course outlines	End of fall & spring semesters	Online instructors Dean of Instruction Directors of Instruction	Identify possible areas needing change or improvement
Faculty statement on interaction	End of fall & spring semesters	Online instructors Dean of Instruction Directors of Instruction	Identify possible areas needing change or improvement

Quality Assurance Plan for Asynchronous Distance Learning
Germanna Community College

Criteria	Faculty Peer Review ACTION	Administrative Review ACTION	Outcomes Assessment (Student Learning, Achievement, Retention, and Satisfaction; Faculty Satisfaction) ACTION
Curriculum, Instruction and Learning			
1. Each program or course of study results in learning appropriate to the rigor and breadth of the degree or certificate awarded.	NA	NA	NA
2. Courses offered online are coherent and complete.	Course outlines will be reviewed to determine that the learning objectives for online courses are comparable to those for traditional courses.		
3. Courses provide for appropriate interaction between faculty and students and among students.	Online faculty write a brief description or statement describing how they respond to the criterion of providing appropriate interaction.		Student satisfaction survey
4. Qualified faculty provide appropriate supervision of the courses that are offered online.		Review of faculty qualifications according to criteria that apply to all faculty (FT & PT).	
5. Academic standards for all courses offered online are equivalent to those for other courses delivered at the College.	Course outlines will be reviewed to determine that the academic standards for online courses are comparable to those for traditional courses.		
6. Student learning in courses offered online is comparable to student learning in courses offered at the campus where they originate.			▪ Student satisfaction survey ▪ Responses from faculty survey
7. Student to faculty ratios in distance education courses are appropriate for the type of delivery system and technology involved.	Establish guidelines based on course, delivery methods, faculty experience teaching online, etc.		▪ Student satisfaction survey ▪ Faculty satisfaction survey

Criteria	Faculty Peer Review ACTION	Administrative Review ACTION	Outcomes Assessment (Student Learning, Achievement, Retention, and Satisfaction; Faculty Satisfaction) ACTION
Institutional Context and Commitment			
Role and Mission			
8. Course **objectives** are consistent with the College's role and mission.		Statement to that effect.	
9. Review and approval processes ensure the appropriateness of the technology being used to meet course objectives.	Develop a review and approval process that ensures the appropriateness of the technology being used to meet course objectives (Participants: online instructors, Coordinator of Distance Education, & Technology Director)		
Students and Student Services			
10. The College provides students with clear, complete and timely information on: ▪ course requirements ▪ nature of faculty/student interaction ▪ the curriculum ▪ prerequisite technology competencies and skills ▪ technical equipment requirements and availability of academic support services ▪ financial aid resources ▪ costs and payment policies	Evaluate the following resources to determine that the information to students is clear, complete, and timely: **RESOURCES** course website and/or Blackboard | College catalog and/or class schedule | | | |	Student satisfaction survey

Criteria	Faculty Peer Review ACTION	Administrative Review ACTION	Outcomes Assessment (Student Learning, Achievement, Retention, and Satisfaction; Faculty Satisfaction) ACTION
11. Enrolled students have reasonable and adequate access to student services and resources appropriate to support learning.	▪ Establish guidelines for informing students how to access student services. ▪ Review existing services to determine if effective for online students ▪ Where services are not effective, create new services or adapt existing services		Student satisfaction survey
12. The College has admission/acceptance criteria to assess whether the student has the background, knowledge and technical skills required for undertaking the course.	BACKGROUND/KNOWLEDGE ▪ Include a statement that admission/acceptance criteria for online students are the same as for traditional students ▪ Begin developing the mechanism to give students the placement tests online TECHNICAL SKILLS ▪ Review existing information advising students of necessary technical skills to determine if information effective/sufficient		Student satisfaction survey
13. Advertising, recruiting and admissions materials clearly and accurately represent the courses and the services available.	▪ Review existing materials to determine if effective for online students ▪ Where materials are not effective, create new materials or adapt existing materials		Student satisfaction survey
14. Course announcements and electronic catalog entries provide appropriate information.	▪ Review existing resources to determine if effective for online students ▪ Where resources are not effective, create new resources or adapt existing resources		Student satisfaction survey
Faculty Support			
15. The College provides faculty support services specifically related to teaching via an online system.	▪ Review existing support services to determine if effective ▪ Where support services are not effective, create new support services or adapt existing support services		Faculty satisfaction survey

Criteria	Faculty Peer Review ACTION	Administrative Review ACTION	Outcomes Assessment (Student Learning, Achievement, Retention, and Satisfaction; Faculty Satisfaction) ACTION
16. The College ensures appropriate training for faculty who teach using technology, based on the needs of the college and the specific technology being utilized.	▪ Review existing technology training to determine if effective ▪ Where technology training is not effective, create new technology training or adapt existing technology training		Faculty satisfaction survey
17. The College provides faculty with adequate equipment, software and communications for interaction with students, other faculty and other institutions.	▪ Review existing technology support to determine if effective ▪ Where technology support is not effective, purchase appropriate technology support		Faculty satisfaction survey
Resources for Learning			
18. The College ensures that appropriate learning resources are available to students.	▪ Review existing learning resources to determine if effective ▪ Where learning resources are not effective, create new learning resources or adapt existing learning resources		▪ Student satisfaction survey ▪ Faculty satisfaction survey
19. The College evaluates the adequacy of access to learning resources and the cost to students for access to those resources. It also documents the use of electronic resources.	▪ Review existing learning resources to determine if there is adequate access ▪ Where there is not adequate access to learning resources, determine ways to enhance access ▪ Include statement that there is no cost for student access to learning resources ▪ Include statement that, at present, there is no mechanism to document the use of electronic resources by online students as distinct from use by traditional students		▪ Student satisfaction survey ▪ Faculty satisfaction survey
Commitment to Support			
20. Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to courses offered online.	▪ Review faculty handbook to determine if policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to courses offered online ▪ If policies do not include the necessary information, begin the process of revising the faculty handbook		Faculty satisfaction survey

Criteria	Faculty Peer Review ACTION	Administrative Review ACTION	Outcomes Assessment (Student Learning, Achievement, Retention, and Satisfaction; Faculty Satisfaction) ACTION
21. The College demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the courses for a period sufficient for students to complete a degree or certificate.	NA	NA	NA

Appendix A

Faculty Survey

Quality Assurance Plan for Asynchronous Distance Learning
Germanna Community College

FACULTY SURVEY

Please write your responses in the spaces provided. Thanks for your support.

1. How do you feel your online course compares to your traditional course in the following areas (if you have more than one online course, you can combine your response or respond separately for each class):

    a. Student Learning:

    b. Student Interaction:

    c. Student Outcomes:

    d. Personal Satisfaction:

2. What should be the student-to-faculty ratio for online classes? In other words, what should be the student cap for online courses? Please explain your answer.

3. Do you feel that faculty teaching an online class for the first time should have a lower cap on their online class? Please explain your answer.

4. In the area of support for ONLINE FACULTY:

TECHNICAL SUPPORT (faculty)

a. How adequate is technical support?

b. What are the strengths of Germanna's technical support?

c. What more can be done in the area of technical support?

TRAINING (faculty)

a. How adequate is training?

b. What are the strengths of Germanna in training?

c. What more can be done in the area of training?

EQUIPMENT & SOFTWARE (faculty)

a. How adequate is equipment and software?

b. What are the strengths of Germanna in equipment and software?

c. What more can be done in the area of equipment and software?

5. In the area of support for ONLINE STUDENTS:

TECHNICAL SUPPORT (students)

a. How adequate is technical support (e.g., related to e-mail, Blackboard, etc.)?

b. What are the strengths of Germanna's technical support?

c. What more can be done in the area of technical support?

TRAINING/ORIENTATION (students)

a. How adequate is training/orientation?

b. What are the strengths of Germanna in training/orientation?

c. What more can be done in the area of training/orientation?

EQUIPMENT & SOFTWARE (students)

a. How adequate is equipment and software?

b. What are the strengths of Germanna in equipment and software?

c. What more can be done in the area of equipment and software?

6. In evaluating faculty, does the college appropriately recognize the teaching and scholarly activities related to courses offered online?

7. What sort of policies do you think should be implemented at the college to facilitate a strong distance education program (related to online classes or in general)?

8. Other comments or questions that you have about distance education at Germanna.

Appendix B

Student Survey

Quality Assurance Plan for Asynchronous Distance Learning
Germanna Community College

STUDENT SURVEY

1. By the end of this semester, how many community college courses will you have completed?
   ___ 1-5
   ___ 6-10
   ___ 11-20
   ___ 21+

2. On average, how many hours per week did you spend on this course? (Round to the nearest hour.)
   ___ 0-3 hrs
   ___ 4-6 hrs
   ___ 7-9 hrs
   ___ 10+ hrs

3. Not including this one, how many Internet courses have you taken previously, either at GCC or elsewhere?
   ___ 0 courses
   ___ 1-2 courses
   ___ 3-4 courses
   ___ 5-6 courses
   ___ 7+ courses

4. If you were taking this course in an on-campus, traditional format, how do you think you would have performed?
   ___ Better than in the Internet format
   ___ About the same
   ___ Not sure

5. What grade do you expect to earn in this course?
   ___ A
   ___ B
   ___ C
   ___ D
   ___ F
   ___ Incomplete
   ___ Withdrew

6. Would you recommend this course, in this Internet format, to others?
   ___ Yes
   ___ No
   ___ Not sure

7. I would take an Internet course again.
   ___ Yes
   ___ No
   ___ Not sure

8. I am able to keep up with the assignments and readings.
   ___ Agree
   ___ Neutral
   ___ Disagree

9. The instructor responded to my messages effectively.
   ___ Strongly agree
   ___ agree
   ___ neutral
   ___ disagree
   ___ strongly disagree

10. The class assignments were available when I needed them.
   ___ Strongly agree
   ___ agree
   ___ neutral
   ___ disagree
   ___ strongly disagree

11. The website clearly presented the information I needed to complete the course.
   ___ Strongly agree
   ___ agree
   ___ neutral
   ___ disagree
   ___ strongly disagree

12. The materials (text, additional readings, web links, videotapes, etc,) were relevant to this course.
   ___ Strongly agree
   ___ agree
   ___ neutral
   ___ disagree
   ___ strongly disagree

13. The assignments (readings, papers, projects, tests, etc.) helped me to understand the course content.
   ___ Strongly agree
   ___ agree
   ___ neutral
   ___ disagree
   ___ strongly disagree

14. Overall this course provided me with a basic understanding of this subject.
    ___ Strongly agree
    ___ agree
    ___ neutral
    ___ disagree
    ___ strongly disagree

15. I understood the grading policy.
    ___ Strongly agree
    ___ agree
    ___ neutral
    ___ disagree
    ___ strongly disagree

16. The college provided me with adequate access to student services, including but not limited to financial aid, financial policies and admissions and registration information?
    ___ Strongly agree
    ___ agree
    ___ neutral
    ___ disagree
    ___ strongly disagree

17. The college provided me with adequate access to learning resources including but not limited to computer and technical support, academic tutoring and library resources?
    ___ Strongly agree
    ___ agree
    ___ neutral
    ___ disagree
    ___ strongly disagree

18. What are the strengths of this course? (What did you like about this course?)

19. What specific recommendations for change would you make for this course? (What suggestions do you have for the instructor?).

ADDITIONAL QUESTIONS (instructor's option):

1. I had adequate knowledge of the hardware (computer, printer, scanner, etc.) needed for participation in this course.
   ___ Strongly agree
   ___ agree
   ___ neutral
   ___ disagree
   ___ strongly disagree

2. I had adequate knowledge of the software (word processor, e-mail program, operating system, Blackboard, etc.) needed for participation in this course.
   ___ Strongly agree
   ___ agree
   ___ neutral
   ___ disagree
   ___ strongly disagree

3. I had adequate knowledge of the Internet needed for participation in this course.
   ___ Strongly agree
   ___ agree
   ___ neutral
   ___ disagree
   ___ strongly disagree

4. Why did you take this Internet course?

5. What are the weaknesses of this course? (What would you change about this course?)

6. How would you compare this online course with other traditional courses?

7. Now that you have experienced taking an online course, what kind of information do you think new online students should receive BEFORE they take the course?

8. What kind of support do you think online students might need during the course, particularly at the beginning?

9. Do you believe a workshop on strategies for succeeding in distance education courses would be beneficial for future students who are thinking of taking a distance education course? If yes, what information would be most helpful?
   ___ Yes
   ___ No
   ___ Not sure

10. The college website, server and online information is well organized and is accessible when I need them.

___ Strongly agree
___ agree
___ neutral
___ disagree
___ strongly disagree

11. Technical difficulties and glitches did not prevent me from completing assignments, tests or other course requirements.

___ Strongly agree
___ agree
___ neutral
___ disagree
___ strongly disagree

Appendix 2.

Distance Education Quality Assurance Plan Results

Beginning in Fall 2000, three faculty members teaching online courses and the part-time Distance Education Coordinator formed a sub-committee of the College's standing committee on Technology. The sub-committee drafted evaluation surveys to be given to both students and faculty in online courses. Student surveys were completed in Fall 2000 (draft version) and Spring 2001. The initial response rate for student surveys was low, due to difficulties in making the survey available to the students online. However, these difficulties have been corrected, and the surveys will now become a regular aspect of distance learning evaluation. A Faculty Survey was also completed in Spring 2001, and will be given to online faculty on an annual basis.

In addition, the sub-committee took the lead in developing the Distance Learning Quality Assurance Plan for the College. A Technology Advisory Council has been organized for 2001-02, and will continue to participate in the evaluation of and planning for distance learning.

Criterion Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
2. Courses offered online are coherent and complete.	Review of course outlines by faculty and instructional administrators.	During Spring 2001, course outlines for online courses were reviewed to determine that the learning objectives were comparable to those for traditional courses.	As additional courses are considered for the online format, course outlines will be reviewed prior to scheduling. The review will be conducted by members of the Advisory Council on Technology and instructional administrators. Ongoing review of course outlines for existing online courses will be part of the discipline review process.
4. Qualified faculty provide appropriate supervision of the courses that are offered online.	Review of faculty qualifications according to VCCS and SACS guidelines.	Of the eleven faculty teaching online courses during 2000-01, ten were full-time teaching faculty. The remaining individual was an adjunct instructor for STD 100 whose qualifications were established. All of these faculty members were fully qualified to teach the courses they taught online. All were also teaching, or had taught in the recent past, other sections of the same course in a traditional format.	As new instructors propose to teach online courses, their qualifications will be reviewed according to the relevant VCCS and SACS criteria.

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Criterion Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
5. Academic standards for all courses offered online are equivalent to those for other courses delivered at the College.	Review of course outlines by faculty and instructional administrators.	During Spring 2001, course outlines for online courses were reviewed to determine that the academic standards were comparable to those for traditional courses.	As additional courses are considered for the online format, course outlines will be reviewed prior to scheduling. The review will be conducted by members of the Advisory Council on Technology and instructional administrators. Ongoing review of course outlines for existing online courses will be part of the discipline review process.
6. Student learning in courses offered online is comparable to student learning in courses offered at the campus where they originate.	Student satisfaction survey, Fall 2000 and Spring 2001 (n=71) Faculty survey item on student learning, Spring 2001.	**Student Survey** A majority of students responding said they felt their performance in the online course was "about the same" as it would have been in a traditional classroom. An additional 5% felt their performance was better in the online course. However, 36% did respond that their performance would have been better in the traditional classroom. 97% of respondents agreed that the online course gave them a basic understanding of the subject. A majority of respondents (59%) said that they preferred the fully online format for the course over an on-campus course or a mixture of Web- and campus-based. 86% of the student respondents said that they would enroll in a Web-based course again. **Faculty Survey** Faculty suggested that learning in the online courses was more dependent on student initiative than is the case in the traditional classroom. In the traditional classroom, students may be able to pass without demonstrating a high level of personal responsibility, because there is more structure. One instructor suggested "I worry that Web students miss out on the nuances of the discipline that classroom students pick up via lectures."	The findings indicate that student learning in online courses is comparable to courses offered on campus. However, faculty comments indicate the need to emphasize that students must take responsibility for their own learning in online courses. The College will continue surveys of students satisfaction in all online courses. Online faculty will be surveyed annually.

Criterion Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
8. Course objectives are consistent with the College's role and mission.	Review of course outlines by faculty and instructional administrators.	During Spring 2001, course outlines for online courses were reviewed to determine that Course objectives are consistent with the College mission statement.	As additional courses are considered for the online format, course outlines will be reviewed prior to scheduling. The review will be conducted by members of the Advisory Council on Technology and instructional administrators.
12. The College has admission/acceptance criteria to assess whether the student has the background, knowledge and technical skills required for undertaking the course.	Student satisfaction survey, Fall 2000 and Spring 2001 (n=71)	95% of respondents agreed that they had sufficient knowledge of the hardware involved in completing an online course. 93% agreed that they had sufficient knowledge of the software involved in completing an online course. 97% agreed that they had sufficient knowledge of the Internet to complete the course successfully.	The findings indicate that students have the appropriate skills to be successful in their online courses. The College will continue surveys of students satisfaction in all online courses.
15. The College provides faculty support services specifically related to teaching via an online system.	Faculty survey, Spring 2001	Faculty judged technical support to be generally adequate. A centralized "help desk" function for distance learning was suggested.	The Advisory Council on Technology will consider ways to implement a help desk for distance learning. Online faculty will be surveyed annually.
16. The College ensures appropriate training for faculty who teach using technology, based on the needs of the college and the specific technology being utilized.	Faculty survey, Spring 2001	Training was judged to be excellent. Faculty stress the need to maintain the distance education coordinator position, and expand it to full-time as enrollment grows. Faculty suggested visits to other colleges using similar technology.	The distance education coordinator position has been continued for 2001-02. The Advisory Council on Technology will arrange site visits to VCCS colleges. Online faculty will be surveyed annually.
17. The College provides faculty with adequate equipment, software and communications for interaction with students, other faculty and other institutions.	Faculty survey, Spring 2001	Faculty evaluated hardware and software as good to very good, noting that acquisitions in recent years have been steadily upgraded. Online faculty often work from home in addition to their regular office hours. These faculty noted that access to equipment and e-mail from their homes is not nearly as effective as it is on campus.	The College Technology Plan includes continued upgrades of hardware, especially servers. The Advisory Council on Technology will take an active role in ensuring ongoing upgrades of equipment and software. Online faculty will be surveyed annually.

Criterion Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
20. Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to courses offered online.	Faculty survey, Spring 2001	Faculty noted that it is up to the instructor to include distance instruction in his or her professional development goals for the year. There is a continuing perception on the part of some administrators and other faculty that online instruction involves less work. It is important to recognize that online instructors may actually be involved with students for many more hours during the week, due to the constant nature of "asynchronous" instruction. Faculty suggested that it would be valuable for instructional administrators to participate in teaching online, to give them a better perspective on the different challenges and work load.	Faculty comments have been forwarded to instructional administrators and the Advisory Council on Technology. Online faculty will be surveyed annually.

Appendix 3.

Distance Education Student Learning Assessment

Beginning with the 2000-01 academic year, Germanna's distance learning offerings have been focused on Web-based asynchronous courses. Other forms of distance learning have decreased in frequency, or are becoming established and/or standardized, as follows:

- Compressed video is now used primarily for courses between the College's two campuses. The courses are now limited to business and economics courses taught by two full-time faculty members who have used compressed video on a regular basis.
- The College also receives courses by compressed video that are originated by other colleges. At present, this is limited to courses offered by NVCC through a cooperative Dental Hygiene A.A.S. degree program. Students enroll in and graduate from the NVCC program, but can take many of their classes on the Germanna campus. NVCC takes the lead in assessing the learning outcomes of this program, with Germanna collaboration.
- Germanna also participates with JSRCC in a similar cooperative Respiratory Therapy A.A.S. program. The JSRCC program involves a combination of compressed video and computer-based instruction.
- The College formerly offered "telecourses" based on videocassettes. During 2000-01, only one course was offered in this manner, and that course is now being converted to a Web-based format.

Thus, the following section presents results only from Web-based courses.

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Student learning in courses offered online is comparable to student learning in courses offered at the campus where they originate.	Student satisfaction survey, Fall 2000 and Spring 2001 (n=71) Faculty survey item on student learning, Spring 2001.	**Student Survey** A majority of students responding said they felt their performance in the online course was "about the same" as it would have been in a traditional classroom. An additional 5% felt their performance was better in the online course. However, 36% did respond that their performance would have been better in the traditional classroom. 97% of respondents agreed that the online course gave them a basic understanding of the subject. A majority of respondents (59%) said that they preferred the fully online format for the course over an on-campus course or a mixture of Web- and campus-based. 86% of the student respondents said that they would enroll in a Web-based course again. **Faculty Survey** Faculty suggested that learning in the online courses was more dependent on student initiative than is the case in the traditional classroom. In the traditional classroom, students may be able to pass without demonstrating a high level of personal responsibility, because there is more structure. One instructor suggested "I worry that Web students miss out on the nuances of the discipline that classroom students pick up via lectures."	The findings indicate that student learning in online courses is comparable to courses offered on campus. However, faculty comments indicate the need to emphasize that students must take responsibility for their own learning in online courses. The College will continue surveys of students satisfaction in all online courses. Online faculty will be surveyed annually.

Goal/Objective Being Assessed	Evaluation Methods	Findings	Actions Taken or To Be Taken
Quality of Web course design ensures a supportive learning environment for students.	Student satisfaction survey, Fall 2000 and Spring 2001 (n=71)	74% of students were able to keep up with the pace of instruction in the Web-based course. 87% agreed that the instructor responded in an effective and timely fashion. 89% agreed that assignments were available when needed. 93% felt that information presented on the course Web site was clear. 95% agreed that the online course materials were relevant. 93% agreed that course assignments helped further their understanding of the subject. 86% responded that they understood the grading policy.	The findings indicate that the student learning environment in online courses supports students and contributes to their success. However, the somewhat lower percentage of students able to maintain pace in their courses reinforces the faculty perception noted above, that students must take responsibility for their own learning in online courses. The College will continue surveys of students satisfaction in all online courses.

Germanna Community College
Program Review Cycle

AY 00-01	AY 01-02	AY 02-03
	Program Review*	
Early Childhood	Business Administration	Electronics
Police Science	Business Management Technology	Liberal Studies, General Studies, Science
IST/CISCO	Education	Developmental Education
Legal Assistant	Art	Nursing
	Discipline Review	
Biology/Natural Science	Sociology	English/Speech
Chemistry	Psychology	History/Humanities
Math	Economics	Foreign Language
	PE/Health	

*Program Reviews include associate degree programs and their related certificate and career studies certificate programs.

Other Career Studies Certificates:

American Sign Language
Automotive
Paraprofessional Counseling